

CMHAM
State Training Guidelines Workgroup
Training/Curriculum Recommendations

The intent of this Training Guideline is for the development and presentation of training content. Curricula based on this guideline will contribute to statewide training quality, uniformity, and reciprocity.

Updates to guides will be communicated through the State Training Guidelines Workgroup to the PIHP Leads/CEO's. It is the responsibility of the PIHP to communicate when a guide has been updated and placed on Improving MI Practices

Topic: First Aid

Defining Paragraph (*Vision, Boundaries, Overall Outcome Statement*):

This course covers the basic skills of providing First Aid as determined by certifying organization (American Red Cross, American Heart Association, American Safety and Health Institute or National Safety Council) recommended.

Definitions

Content – These are a listing of the areas covered in the subject.

Outcomes/Competencies – These are statements about what participants will be able to do as a result of having participated in the course.

Outline – A suggested approach to meeting Outcomes/Competencies. These three are interrelated, but not necessarily a one-to-one relationship.

Content:

1. Basic First Aid action principles as defined by certifying training organization
2. How to identify and respond to situations requiring First Aid
3. Basic First Aid skills to include medical emergencies, trauma emergencies and environmental emergencies

Outcomes/Competencies:

1. Identify and respond to medical emergencies
2. Recognize and care for sudden illnesses
3. Recognize and care for severe bleeding and burns

4. Recognize and care for injury to bone or joint
5. Recognize and care for environmental emergencies

Outline/Recommendations: Click or tap here to enter text.

1. Course outline is determined by the certifying organization

Trainer Qualifications

Check all that apply, be specific (years, degree, skills, etc.)

- ☐ College Degree: Click or tap here to enter text.
- ☐ License: Click or tap here to enter text.
- ☐ Years' experience (Please specify): At least one-year experience working in Direct Service and/or Case Management
- ☐ Documented Skill Set: Click or tap here to enter text.
- ☐ Training Experience: Click or tap here to enter text.
- ☐ Trainer in Adult Learning Styles/Methods
- ☒ Other: Certified as a Trainer by a nationally recognized CPR/FA organization

Length of Training: The length of training should be adequate to achieve the outcomes/competencies listed above, approximately 2-3 hours for instructor led and approximately 1- 1.5 hours from online.

Format

The acceptable format(s) for the class.

- ☒ Blended Learning (Online + Instructor led) – Recommended for initial format
- ☒ Instructor Led class – recommended format for initial training
- ☐ Instructor led webinar – refresher
- ☐ Online Course – refresher
- ☐ Other (specify Click or tap here to enter text.

Teaching Methods

These are the best teaching methods for teaching course content. Additional methods may also enhance learning.

- ☒ Individual
- ☒ Classroom/group
- ☐ Webinar
- ☒ Lecture
- ☒ Group discussion

- ☒ Skills practice
- ☒ Return demonstrations
- ☒ Activities
- ☒ Videos, supplemental to other teaching methods
- ☒ Online activities
- ☐ Individual assignments
- ☐ Homework assignments
- ☐ Case Study
- ☒ Other Blended (On-line + an in-person skill assessment)

Method of Assessment

How to measure entry-level competency in this course.

- ☒ Written Test with Performance Indicator 80%
- ☒ Return Demonstration with Performance Indicator Pass/Fail%
- ☒ Online Test* with Performance Indicator 80%
- ☐ Skill Sheet with Performance Indicator [Click or tap here to enter text.](#)%
- ☐ Other: [Click or tap here to enter text.](#)

**Online test encompasses review questions anchored within the training and/or online test after the class*

Scope of Implementation

Training recommended for:

- ☒ Specialized Residential direct care staff/home managers
- ☒ Specialized Residential Administrators
- ☒ Community Living Supports (CLS)
- ☒ Pre-Vocational Skill Building / Supported Employment (i.e., competitive employment, volunteer)
- ☒ Non-Vocational Skill Building
- ☒ Supported Living Staff
- ☒ Adult Foster Care staff
- ☒ Respite Service staff
- ☒ Self-Determination staff
- ☒ In-home service staff
- ☒ Foster family group home staff
- ☒ Child-caring institutions (children's group home) staff
- ☒ As identified in the individual's Person-centered plan
- ☐ Other employee group (specify [Click or tap here to enter text.](#)

Frequency

It is recommended the content be reviewed and retaken.

- ☐ Initial and as needed
- ☐ Initial and annually
- ☐ Initial and every two (2) years
- ☐ Initial and every three (3) years
- ☐ As directed by Individual Plan of Service (IPOS)
- ☐ As needed
- ☒ Other: Initial and re-certification is directed by the certifying training organization

Additional Comments: Updates required by certifying organization and regional requirements. Can be taught in conjunction with CPR. A certification card from an accrediting body must include a face-to-face return demonstration as part of successful completion

References/Legal Authority:

1. MCL 400.710(3)
2. MHC R301.1801 et seq.
3. American Red Cross
4. American Heart Association
5. American Health and Safety Institute
6. National Safety Council
7. Prevailing State Guidelines and Practice Protocols

Note: If training is for an adult foster care, facility/home adult foster care staff must also comply with the adult foster care administrative rules. In addition, in those situations where the contents of training conflict with an administrative rule, the rule prevails.